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(0411) 855 199 Member ofIKAPI No. 01 1/SSU2010 Memberof APPTI No. 010/APPTVTA,I201 I Reproduction ofthis book is prohlbited without written permission from th€ Publish€r Faridah InterEational Conference on EducatioMI Managemcnt atrd Administational &the 4tongress of ISMAPL/Faridah-cet, I Makassar: Badan Peflsrbit Universitas Negeri Makassar Makassar, 20 I 6 758 hlm; 29,7 cm ISBN: 978-602-6883-13-I PROCEEDINGS International Conference on Educational Management and Administration &the 4tr Congress of ISMAPI *The Challenges of Educational Management And Administration in Competitive Environment" Editor: Dr. Ed. Faridah, ST. M. Sc Burhanuddin, M.Ed, Ph.D Dr. Hedyento, M.Ed Prof. Dr. Ibrahim Bafadal, M.Pd Prof. Dr.

Ismail Totla, M.Pd Prof. Dr. Syamsu A Kamaruddin M.Si Dr. Rrtwemeti M.Pd Dr. A. Cudai Nur, M.Si Dr. A. Nurrochmah, M.Pd Dr. Anser, M.Si Dr. Wahira, M.Pd. Penerbit UNM ., . I I Contents ABOUT COEMA..... DAvrD Gfl.Es.....-...-.....-...-..... 2 STRENGTHENIiIG SCH(X)I- GOVERI{AI{CETHROUGH PNEPARANON AIIO EMFOWERMEI'T SCHq)TS PRINCIPAI.AS THE II{STRUCTIONAL I..EADER OTHER SIDE OF ETruCATION

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ADMINISTRATIVE FOCUS OF EDUCATIONAL RESEARCH. STIC UNIVERSITY C-EIL: 'SHIRA ARTAR.HOO.C.ID
Abstract: The purpose of this research is to develop model and develop the role of supervisor based on
performance assessment and the role of supervisor in enhancing the quality of education in Indonesia.
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To find out previous design model of academic supervision based on teacher assessment

treeks at tēachēt of dēmōtāy school. Educational supērvision or knoq,n es thc acadaojc slryaf,visiotr hes basic clncepts interconnected- In devetopilg educatioflal \$pewision has given well iD inaeasiag education in ladonesia that thē leacher have ability to educated as well i, creative, activg effective, and inov"atioL lo additior, espēcially supdvision as a helping in professioDa.l servicc by d,oiing dle head of school, stakeholdcr aod supervisor toiD6ēasilg p!occ\$! of the result of snrdy.

If the supervision as professional service to ircrcashg Focēss of the rēsulr of study, so thal therr arc morc expcrts gāv scope of supcrvision as hclpēd to staf to iDc-rqsiDg lēaming as well. Tbc puposing of supervisotr are (l) developing quality of lhc tēacher,(2) developing professional of the teacher (3) motivated to tēacher.

To Realized thar isponant io crēasing quslity aad efectivēnes school to able (acarxaGty) doing by sqervising. As doitrq supdvisitrg must be focus in clltrriculud/lēssorr, orgaDaziry schoot, quality of sudy, tēsvevEluatioD, rEcoditrg slstad, slccial nēēds,E ngemēnt dminiiE rior, councteiDg guida8r, society, role ad rEsponsibility of pardts (kw and Glovēr 2000).

In Ofstead (2000) statd lhat pervisitrg contol clDcluding; (l) standdd aid the aa;hisvēroent ofstudea! (2) quatity of lhc sērvē ia sciool (effectivenēs of shldy atrd lcamiry, quality of lhc prograE of thc s.hool to firll atrd the interEdt of sntdeat, qudity of connceliry), (3) lcadaship atrd m.!,ragement. 12 PribLn St tcncEt l. Whal Dodcl ofacadēmic \$pervisiort based on tēacb6 assēssmeot treeks at teacho of derneoty school ? 2.

What prwious dēsi\$ model of aoadeor;i sups-:,sioD based on teacher: asscssment nēēds at teachēf, ofelemēofy school ? 13 Sigrifi..nt of R6ērch l. To fitrd out model of academic supērvision based on teacher assessment nēēds at tēacher of elemEdfy school. II. REVIEW OT LTIERATURE 2.1 SrFrvi.iotr Swervisioo is an activity procēss which is vēry importad h a school, bccanse its il contain prEcess of rueorion" rrviaq i@rov.madt &d drvclopmeat itr gofessional of tcacha in lcamhg. ltr this c.se f6 . looS tiEc it is very well to ircrEasing 6trrd dcfncce tre ioterctst of studeos.

Evea0ought it is Gpēcially for lhc td.chqs, efrccls show very good for achievēoadt of tlte studēab, b.causc thē rEsult of supērvisiotr crn be effect to the quslity of tcachd atrd it is vcrly itr lerning. Supervision adopted from vord English 'supōvision" fteans the slrprcrvision or oversighl Morphologically supervisioo com6 tom the word super meadnS is abovg raorc and visior, mca trg a vision, or visior- InNgalim (1984 quoted tbe opinion of Jones, that srDervisioa is an htcgral pan of the wholc process of education ,tmini<u'tion art intEodd rirDaily to dcvelop the eftctivetress of thc performance of

school principal associated with the Dain talks of education Based on the dcf (liliotr above) can be deduced that \$Fvision is a strong add criterion of a! employment!o the employment level is inadequate in an organization.

The people who work on supervision activities commonly called Supervisor. In this case a Supervisor is not only the of girls / of the rrs (to the coach [9, principal\ teachers and even students can be referred to as a supervisor, for example was assigned to be the head of the class or group. National Education Minister Regulation No.

In 2007 About the Standard Principal / Manager, stated that one of the competencies Principal is to have supervision capabilities, namely: 1. To plan academic supervision Programs to improve the professionalism of teachers, 484 r Er, rdH Br {sE. arE EE Err 6! aall (rlgt6 (, lltN) lld Gr. n orioo. It*s. Apr 15 -15 2016 teacher performance appraisal conducted on each item the activities of her main task in order, 10 develop a career, r8rtk, atrd position- Teacher as Professional educators have the main task of educating, training, guiding, developing and assessing, and evaluate students of early childhood education, formal education, primary education and secondary education. In principle the direction of the Eai.

task of teachers can be said to be the ability of a teacher in the control of an application competency, as mandated by the national education minister regulation No- 16 in 2007 on academic qualification standards and competencies teachers, especially on the mastery of pedagogical competence and professional competence. Mostly the application of these competencies is crucial to achieve the quality of learning process, tutoring students, and the implementation of additional task that are relevant in accordance with the function of the school / Madrasah- For that determine whether teachers carry out their duties professionally it is necessary to develop teacher performance appraisal system "Teacher performance appraisal system is an evidence-based appraisal system (valid, reliable, fair, and effective) designed to evaluate the level of the individual teacher's performance in carrying out its primary task as a professional teacher.

Teacher evaluations are expected to have positive implications to the improvement and development of the professionalism of teachers, should also be an impact on improving teachers' achievements. This system is a very important form of assessment to ensure teacher performance in carrying out his work as a form of school accountability.

Basically the teacher performance appraisal system aims to: 1. Determine the level of competence of a teacher. 2. Increase the efficiency and effectiveness of teachers and school 3. Provide a basis for decision-making in the mechanism for setting the effective or less effective teacher performance. 485 2. Implement the academic supervision of teachers by using approaches and techniques appropriate supervision. 3.

Following the results of the academic supervision of teachers it is to improve the professionalism of teachers. The indicators of academic supervision conducted by the principal according to Pia A. (2000:123) as follows: 1. Purposing of supervision 2. Relation between teachers and supervisors 3. Communication 4. Procedure of supervision 5. Helping the problems solving 6. Results and follow-up in supervision.

Teachers who have a good perception in the academic supervision, the teacher will teach it very well, because it means coaching supervision to teachers can improve learning. Even if the suggestions and advice of supervisors (supervisors) of the principal ignored by the teachers could have an impact on the activities of learning is poor. In Masaryk (2012:74) stated that activities of the academic supervision carried out principals will affect psychologically to improve the quality of teaching and teachers who receive supervision such as feedback and motivation to improve the quality of teaching so that it will work with a volunteer who can ultimately make work productivity teachers become increased. But if teachers do not receive academic supervision as a thing that can lead to improved quality of teaching and motivation or be a burden then it will work out of necessity and lack of passion shown by the negative attitudes resulting in productivity teachers' work to be decreased.

In addition to the academic supervision conducted by the school, other things can affect the quality of teaching and the teacher of the school include: 2.2. Performance Assessment Regulation of the Minister related to administrative reform and bureaucratic reform no- 16 in 2009, is the assessment of the future of the Education Institution's Development and the Assessment of the Future of the Education Institution's Development. 4. The program provides a foundation for continuing professional development for teachers. 5.

Ensure that teachers carry out duties and responsibilities and maintain positive attitudes in supporting learning to achieve the learning achievement. 6. Provide the basis for professional and career advancement for teachers as well as other forms of appreciation. II. RESEARCH METHODS 3.1 The approach and the type of research This study was using research and development method (R&D), because this research is oriented to the depiction of the steps that need to be taken in the products with the model and its peripheral details. The design model in Borg and Gall (1983:775- 776), there are 10 steps.

Based on the two steps in Suhardinata (2006:176) modified into three steps of research and development the research phase developed namely: (1) the preliminary study stage as needs and constraints analysis, (2) the development stage as the design development, and evaluation, (3) stages of testing the effectiveness of the product as a self-evaluative

Evaluation.

This stage is expected to function as a research, development and validation functions. The focus is on the development of the development of academic supervision models based on the performance assessment of elementary school teachers. The previous study was undertaken by literacy study conducted by activity (1) analyze the academic supervision models that is used by D.D.s

Padid:kan Peouda daa Olah Raga provincc ad districts of the city along with 6c device , (2) analyzing the steps of the academic supervision, (3) analyze the sub-subject matter for the supervision model development (4) analyzing the field to find the foundation of the concept of academic supervision models based on performance assessment .

This information was gathered from primary school teachers in the regency of Gowa using questionnaire/ questionaire. The target in this research was the wish fulfillment to teacher of elementary school on the academic supervision model development based on performance assessment teachers of elementary school.

The first stage was the design and implementation of the academic supervision model development based on performance assessment for teachers in Gowa and Piraog. 3.3 Technique of Collection Data The data of this research consist of supervisors, head of school and teachers of elementary school. Subjects were supervisors, head of school and teachers of elementary schools in Gowa of South Sulawesi purposive sampling technique based on needs of the research data- The instrument will be used questionnaire with Likert scale open questionaire, for each / rubric score of the test results, observation field form for focus discussion. 1.

Likert scale questionnaire was used to collect data of the Deeds analysis, in criteria: 5 Deeds excellent; 3 means Good score 2 Deeds less good; 1 which is not good- The formulation of the criteria for adjusted Santos' mswcs of various types of questionnaires. 2. Questionnaire used to collect data from: (1) analysis Deeds officer, principal based on the performance assessment of the academic supervision 3- Format observation was used to collect data of the activities of head of school did academic supervision in elementary school. 4.

Formal recording records was to collect data from the study through group discussions (TGD) with teachers of elementary school about the needs of the academic supervision model development based on performance assessment in the form of a column sheet blank lines for the condition corresponding recording the discussion- 486 r E!r"ll IEqerErln {rrtiml ! m agt (r{ltas o r*I| H.I erld Cbirr lk, rd 15 -16

Techniques of primary data analysis techniques in this research consisted of quantitative data and qualitative data that included: (1) Reduce data & The answers were obtained diversely analyzed by reducing the data then summarizes all the data and then selecting & sorting accordingly the key findings that focus on the problems studied based on the guidelines developed in the guidelines for the interview- (2) Presentation of data (Data Display) was performed to provide an understanding of the phenomena that occurred, in the research the researcher was planned further action should be taken based on the identification of these phenomena. (3) verification data.

Early to describe conclusions that were temporary and could be changed if it found strong evidence that supporting the data collection phase Next- if the data that has been raised supported by evidence that is valid and consistent, then it can be concluded- Validated instrument developed by using two ways: 1. The validity of the prediction (predictive validity) by academic supervision to conducting classroom model based on performance appraisal was used to specialists / experts.

2. Validation of Contents (Content Validity), by One of the researchers that have been made to the expert researcher / experts in the fields relevant to the objectives of research- Data about the condition and the needs of the head of school and teachers about academic supervision model development based on technical performance assessment analyzed by percentage. while the value of 61 through Likert scale questionnaire. Questionnaire were analyzed using analysis of average.

Data from questionnaire and recording FGD focused discussion will be analyzed with descriptive qualitative analysis techniques by the (1) data reduction, (2) list of data (3) verification data. Results for V. RESULTS AND DISCUSSION 4.1 Results The research found two principal findings: (1) the needs based on training model PKG, academic supervision framework of teachers in elementary school ; (2) for design model of the academic supervision PKG based on an elementary school teacher. Each of these findings can be followed in the following description.

4.1.1 Form Development Needs Model Based on Performance Analysis Elementary School The needs study development model based on academic supervision elementary teachers performance appraisal found the description of the needs of the academic supervision model development used as a performance assessment of teachers of elementary school needed by teachers and head of school elementary school, which can be seen in the following table: Table 4.1.

Aspects of the needs Development Planning Model Based on Academic Supervision
 PKG Teachers' Entry School Criteria. Total Percentage .. 19150 Source; Research data
 (analyzed in 2015) ID planning indicators above based academic supervision of teacher,
 performance appraisal, the very important category of 19 Very Important I.E.N. - 475ffA
 11.5ty/o t5,wh o% lm 481 I t i evaluation of the average value of the draft product
 (kvclopment, Damella (l) ei&€r Aom 320 ro 4.00, (2) 2.20 to 3.19 is quite good (3) 120
 to 2.19 is Good, (4) 0.001o l.f9 is not good (Arib.Eto 2002:lt0), e.bilc the conversion
 of the value of the test results were used a model of academic supervision conversion
 guidelines as follows: (1) A - 9G100 v(ry epo4 (2) B: 7Gt9 well, (3) C - 55- 69 medium,
 (1) D =,1G54 less, (5) E - 0-39v6y less. I I It IELL-na LdltlEaEe m EIEEE iEqfiEr in &rr.tarur 6
 !B {r wr9t6 u |*fr lftl Gl'n Oai4lk, Agl 15 -16 z1r16 people or 47.50 % on the results fulfill
 the objective of development models based on the performance assessment of
 academic supervision.

Important categories indicator 15 people or 37-50yo. In the category of less important
 indicator 6 people or 15-00 % on a person or category categories are not important 0 votes or 0%.
 Tabcl42. Aspect Scoring Needs To do Academic Supervision as a PKG Teacher of Entry
 Criteria. Total Percentage. Very Important 25 6\50% Important 15 37,5V/, In Important 0 00/6 Not
 Important 0 0% Total 100 School Source; Research data (analyzed in 2015) Indicator
 above needs based academic supervision of the implementation of teacher performance
 appraisal is very important category with 25 or 62.50% on the results fulfill the
 objective of development models based on the performance assessment of academic
 supervision.

In important categories indicator 15 people or 37.50olo. In the category of less important
 indicator 6 votes or 0 oZ. In the category is not important indicator is 0 votes or 0 %.
 Tabcl4.3. Aspect Scoring Needs To Evaluation Model Development Academic Supervision
 Based on PKG to The Teachers of Entry School Total Percentage. Very Important 20 50,0f,6
 Important 10 20 people or 50.00 % on the results fulfill the objective
 of development models based on the performance assessment of academic supervision.

Important categories indicator 17 people or 42.59 o/.. In the category of less important
 indicator 6 % on a person or category is not important indicator 7 or 7.50 4.11 Model
 Development. Acted by the School Based on PKG Learning = EEI 4. Important Development Model
 Implementation Academic Supervision based on Teacher Assessment of Entry School
 Development of the development model supervision based on academic performance developed in
 this study is a Model of Supervision Based Academic Teacher Performance
 Assessment of Elementary School " Model development supervision based

academic performance assessment is devoted to development of teachers

elementary school on the competence of pedagogic, social personality and professional taking into the characteristics teachers of elementary school who have already supervision. The concept models developed under the supervision: (1) research as a component of, (2) the study of theory about the ability of thinking and reflective attitude , and (3) the condition of the implementation of the academic supervision of initial survey results- 42 Discussion 11 3 0 42,50% 7M v/" Source; Research data (analyzed in 2015) 488 In the Deed to evaluation indicators based academic supervision of teacher assessment category of 41.

Model Development Academic Supervision Based on Teacher Professional Development of Elementary School The results of the analysis of the needs of the model development based on supervision PKG at teacher of elementary school illustrates that the majority of elementary school in Cowa district were expecting the models based Academic supervision PKG.

Though many aspects have not been performed and implemented well in elementary school, yet the needs that teachers to stepwise academic models based on the PKG teacher of elementary school was very high. Some teachers of elementary school decided to be a model of academic supervision conducted by the head of school at the teachers elementary school conducted simultaneously with the PKG elementary school teacher.

Based on the performance of elementary school teachers as one of the important components in the development of human resources (HR) at an institution needs a development model based academic supervision PKG can improve how teaching skills. And attitudes was a development aspect in the institution. It proved how to develop skills, and attitudes can improve the performance of institutions in the face of challenges and external competition. Based on description above, here same research in El Khslicka (2011), this study reveal that to obtain the necessary professional teacher qualifications and competence and good result to pass some exams and tests, how as the " assessment certificate.

The description above was identified with the opinion in Simamora (2006) , it MujinEn (2009) , that supervision is needed in increasing the knowledge, skills , motivation, and satisfaction of teachers as to produce a change in the ability to reach personal characteristics and environment of the so supervision based academic PKG has benefits for (1) providing the quantity and quality of productivity; (2) reduce the learning time teachers need to reach a acceptable standard (3) create an attitude loyalty, and cooperation is more profitable. The Model Development Academic Supervision Based on Teacher Professional Development of Elementary School A model generated from a study should have the advantage for the benefit of users- Researchers look at that the model based on academic supervision on the performance assessment of teachers elementary school give

rcal erpEieocr fot teachfrs elcmmtary school for lmderstindin& proc&dwes for PKG bos&ed ac2d&mic supervision in th6 form of surveilla&€ that could rcach \$e main crmpft&oce in iE roving professiodal corDpdcoc! and the teachilg prDfeision; PKG based acad&Dic sup&€rvision models at cl&€mentary school teachq d&€scribes the implernemariion of the fimctioDs of plandng , implemc ation ard supervision pltpos&€s.

Model developedmed supervision b&sed acadfnic PKG ar tcach&€rs ofelernedtDr school , it was in c@plianca with the principles in Oe ass&€ssEeol team of expens, so tbat Eodcls of supcrvision bascd acad&mic PKG caa help h.ad ofschool atrd t ach&€rs of cleo&€dctrfy school itr fuproving the ability of the pedagogic competace , social , persooal atrd professional , atrd ii \ras pcsfulc to be tcst&€d ard applied to the assessm&€nt of acad&earic supcrvision PKG based ontcach&€r of elc&€€ntry school otbcr.

V.CONCLUSSIONAIIIDSUGGESTION 5.1

Conclucaion Based on th&€ r&€sultod rcs&€atch above thc researcher concluded thaq l. Basod on the ne.&of dcveloFtu&€[t model acadroic supervisiou bascd onteach&€r ass&€ssmeotat elcm&€nty schoolho*dhafcondition for necds nodel developDeit acad&mic supervisioD bas&€d on PKC attcachas of clern&€oty 489 ,r. isrEia (arsrr.onBlr*rd llrqatrr.iAffit tlrItlCdf,t.drsflfi | 2016 tldHohlrk rgd15.'16 | --' lIF llrll&na \dltdbe m l!ffiE n l4slEfl tr/ulrEa,dt!\$rwlr6u ffir l{.9 M Ori4 t *a.

rplr 15 16 ?IJ16 schoolwasn&€d&€dtoincrcasilgtcach&€f, assessment at elem&€ntj/ school- 2. Design model developm&€nt acad&mic supervisionb&sed ontcach&€f ass&€ssment whe.e Dedcd byth&€ tcach&€r of eleo&€aty schoolDeeds fto0: (l)Acadmic supeivision ph.odng -PKG with 3 st ps; (2) Acadrcnic supervisionirnpnerneotatioD based on PKG 5 steps; and (3) Acadcoic supavision cl!"lu6tiotrbas.d oDs PKG 2steF. 5.2 SrSg.3tton Based ol thc resulted reseatch above thc rcsearcha suggested thaq l.

Inct&€asing pedsgogic cornp&€fEoce, social, pcrsoDalmd prof&€ssioorlstcach&€rat eleme ry school,acsderEic \$rpeNisioo must doevery oonthcspccillyi, pcda8ogic coEpetadcc alrd profcssional tlratcaclr.cr.ssRmrba{oure well. 2. Model dct/clop,m&€atd&€siFacadeoic \$4ervisiotrbased oDPKG {,hare eust be plaaningas wellfor tcstedin g&€ etaltbat eodel ca! us&€ by ev&€rylr cad of school indo s.pervision trdteach&€r ass&€stmc . REFERENCES NgaliE Pur",&to.M-, (1987'). tulainlctteri do Wlyisi Pendillil@n, Rffad;^ Kaj/aCV, Btndntrg. Bol& Welt r R- D.tr Mercdith D. ca[.

(1983). EAMtioaal Resarch /" irt&€tio^ Neu, YoIE l:ontu8f El-Khalick4 A.F.The Inllucrci of Melacotuititc Tnibinp Presaice Elqtentrt -teachen Con eDtion of Nob.,re'of *aince l NOS). Intehono@l -Junal Ol sci?ac? E4!.alio,_ lR61-5289,j1 (16):2161-2181. Masaong, A.K. (2012). Superyltj Perrbelajaran dan Penedhrgai KaWikB GtnL Gorontalo. Alfabeta.

Sul6'adinata, N.S. (2mO. Metode Penclition Pedidikoa. Badung: ff. Rodakarya. Sah6tiaq Pia A.e000)S.perw i Peididitan Jalr,ra.P;fu^ cipta- Uodang-Undaag R€publik IDdooeia No 14 Tahm m05 Te"tzig GurL dd, hsen BandIEg: PcDcxtit Citra Umbara" P6aturatr Medteri Ncg&a Pedsyag|naatr AFratu N%ara dsn Rcformasi Birokasi NoEor 16 Tahun 2009 Peraturatr M(ntqi P€adidilatr N&rioorl NoEor t3 Tabun 2007 T.ntang Srandar Kepala SekolavMadrasah.

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